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ABSTRACT

This report presents the 1992 results of a survey of Colorado first- and third-year teachers and their supervisors. The survey, conducted every 2 years, provides Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs. Teachers (n=830) rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated 1,049 teachers' performance in these components based on requirements of the district standards. The components rated were: knowledge of subject matter, knowledge and utilization of teaching/learning theories, planning and organization of curriculum and instruction, classroom management, teaching techniques and communication of instructional material, assessment, communication and cooperation with parents and office staff, professionalism and management of general responsibilities, and communication with students. Over 90 percent of rated teachers met district standards in each area with the exception of classroom management. Teachers, too, rated preparation in this domain inadequate. The appendixes contain tables summarizing the 1988, 1990, and 1992 ratings of adequacy of program preparation by teacher- and supervisor-respondents for each of the institutions represented in the sample and the 1992 teacher and supervisor survey forms. (LL)

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1992 SURVEY OF FIRST- AND THIRD-YEAR TEACHERS AND THEIR SUPERVISORS

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Executive Summary

The Colorado first- and third-year teacher survey is sponsored jointly by the Colorado Department of Education and the Colorado Council of Deans of Education. The implementation of this survey is required by the Teacher Certification Act of 1975. A goal of the survey, conducted every two years, is to provide feedback to institutions of higher education from former students regarding their teacher preparation program.

Survey forms were sent to 1,991 first- and third-year teachers, and similar forms were sent to each of their supervisors. Teachers rated components of their programs on a 5-point scale according to importance for effective teaching and adequacy of preparation. Supervisors rated their teachers' performances on these components based on district standards. Respondents also had the option of commenting on the adequacy of coverage in each of the performance areas. The teacher respondents were about equally split between elementary and secondary, and between being in their first or third year of teaching. A little more than half were from larger districts with more than 6,000 students.

Statewide, teachers rated each of the nine domains as "highly important" or "critical" for effective teaching. Classroom management and communication and relationships with students were rated as "critical" to effective teaching. With regard to the adequacy of their preparation, knowledge of subject matter and knowledge and utilization of teaching/learning theories received an average rating of "effectively and fairly completely covered." The preparation in each of the other domains was rated as "adequate", although the rating for communication and cooperation with parents and other staff was relatively low, and was cited frequently as a program weakness in the respondents' comments. Thirty-four percent of teachers rated the coverage of management of classroom climate as inadequate, and 48 percent felt that communication and cooperation with parents and other staff was inadequately covered.

Over 90 percent of teachers were rated by their supervisors as meeting district standards in each of the nine domains with the exception of management of the classroom climate. Eighty-nine percent of teachers were rated by their supervisors as meeting the district standards in this area.

Over 94 percent of teachers reported feeling successful as a teacher, and supervisors rated 90 percent of their teachers as successful. When asked to indicate their degree of satisfaction with teaching, 94 percent of teachers reported that they were "very satisfied" or "satisfied", and less than 2 percent were either "dissatisfied" or "very dissatisfied."

The percentage of teachers rating their preparation as adequate or above was up from 1990 results in five of the nine performance domains, down in three, and remained the same in one. The largest increase was in management of the classroom climate (up 6 percentage points to 66 percent).

The percentage of supervisors who rated their teachers as meeting district standards was up from 1990 results in all but one of the nine performance domains. The supervisors' ratings of managing the classroom climate increased by 3 percentage points. Planning and organization of curriculum and instruction, and teaching techniques and communication of instructional material were up 2 percentage points. All other domains were up 1 percentage point in the supervisors' ratings, except assessment of and provision for individual and collective student needs, which remained the same.

Summaries of statewide results and individual institution results are given to each institution. A brief summary of survey results for each institution are presented in Appendix A.

Introduction

This report presents the 1992 results of the survey of Colorado first- and third-year teachers and their supervisors, mandated by the Teacher Certification Act of 1975 (22-60-114 C.R.S.). The purpose of the survey is to provide Colorado institutions of higher education and the Colorado State Board of Education with information for the continued improvement of teacher education programs.

The survey of first- and third-year teachers is conducted every two years. The survey forms were originally developed by committees of higher education personnel and public school administrators, and are based on the standards for Approved Programs of Professional Education adopted by the State Board of Education.

Survey forms were mailed to 1,991 Colorado first- and third-year teachers, and a similar form was sent to each of their supervisors. The major areas of program preparation asked about were comparable on the two forms, but the rating scales were different. Teachers rated nine areas of their preparation programs on a 5-point scale with regard to their importance for effective teaching and adequacy of preparation. Supervisors rated the same nine areas for teacher preparation and performance relative to requirements of the district's standards.

Where possible, results from the 1988 and 1990 first- and third-year teacher surveys are presented alongside the results of the 1992 survey. Where data are represented by percentages, responses may not total to 100 percent due to rounding error.

Each Colorado college or university has been provided a brief report on their own graduates to use as a supplement to this state report. The colleges also have received their survey forms, which are anonymous, so they can analyze the open-ended comments.

Characteristics of First- and Third-Year Teacher Samples

Response Rate

In April 1992, survey forms were sent to 1,991 Colorado first- and third-year teachers, and similar forms were sent to each of their supervisors. The survey was mailed to all teachers in their first or third year of teaching who held a Colorado Type A certificate. Selection of the teachers was based on teacher records of the Colorado Department of Education (CDE) using the year of teaching data reported in the fall by the school district on the CDE-1 and the in-state college information from the CDE certificate file.

Of the 1,013 teacher surveys which were returned, 4 indicated out-of-state recommending institutions, 166 said they were not first- or third-year teachers and 13 forms had been sent to teachers no longer teaching. The total number of teacher surveys used for data analysis was 830.

Supervisors returned 1,277 surveys. Nineteen surveys indicated out-of-state recommending institutions, 173 were not first- or third-year teachers, and 36 had been sent to teachers the supervisors said were no longer at the school. The number used in the supervisor data analysis was 1,049 surveys. The survey forms are returned without names. Supervisor forms cannot be linked to specific teacher forms.

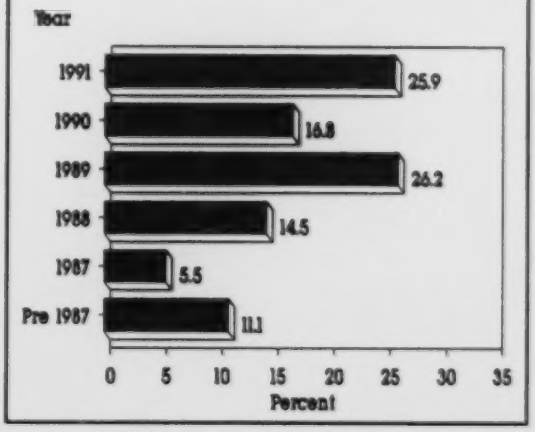
The overall return rate was 50.9 percent for teachers, and 64.1 percent for supervisors. The usable return rate was 41.7 percent for teachers, and 52.7 percent for supervisors. About 18 percent of the questionnaires returned had gone to teachers who should not have been in the survey in the first place, indicating the difficulty of data accuracy and timeliness in the database. The problems of defining the initial sample also make it difficult to compute a realistic response rate.

Teacher Preparation

The 830 first- and third-year teacher respondents reported the following information about their preparation.

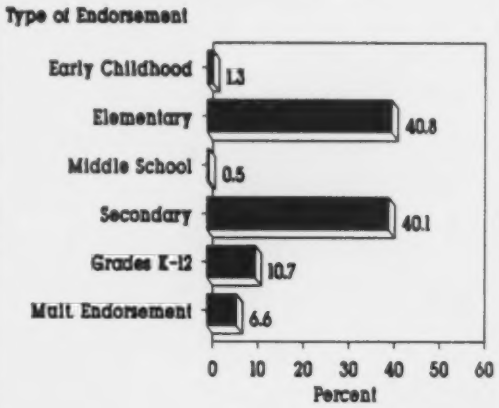
- Twenty-six percent completed their teacher education program in 1991. Eleven percent completed their program prior to 1987 (Fig. 1).

Fig. 1: Year of Completion of Program for First- and Third-Year Teachers



- Over 41 percent were endorsed in elementary education, 40 percent in secondary education, and the remaining 13 percent in early childhood education, K-12, and middle school. Slightly over 6 percent of teachers received multiple endorsements (Fig. 2).

Fig. 2: Endorsement Level of First- and Third-Year Teachers



- Seventy-four percent of teachers received their teacher endorsement from the same institution which granted them their Bachelor's degree. Just over 13 percent received their Bachelor's degree from another Colorado institution, and another 13 percent received their degree from an institution outside of Colorado.

- Three of the 14 Colorado institutions with current teacher preparation programs prepared over 53 percent of Colorado's first- and third-year teachers (Table 1).

Table 1

Recommending Institution for First- and Third-Year Teachers

Colorado Institution	Number of Respondents		Percent of Sample	
	Teacher	Supervisor	Teacher	Supervisor
Adams State College	54	71	6.5	7.3
Colorado Christian University	4	0	0.5	0.0
Colorado College	18	26	2.2	2.7
Colorado State University	60	84	7.2	8.7
Fort Lewis College	23	26	2.8	2.7
Mesa State College	0	4	0.0	0.4
Metropolitan State College	171	195	20.7	20.1
Regis University	17	18	2.1	1.9
University of Colorado-Boulder	95	114	11.5	11.8
University of Colorado-CO Springs	29	45	3.5	4.6
University of Colorado-Denver	46	45	5.6	4.6
University of Denver	30	27	3.6	2.8
University of Northern Colorado	177	208	21.4	21.5
University of Southern Colorado	61	62	7.4	6.4
Western State College	43	44	5.2	4.5
Total	828	969		

Present Teaching Assignment

First- and third-year teacher respondents reported the following regarding their current teaching assignments.

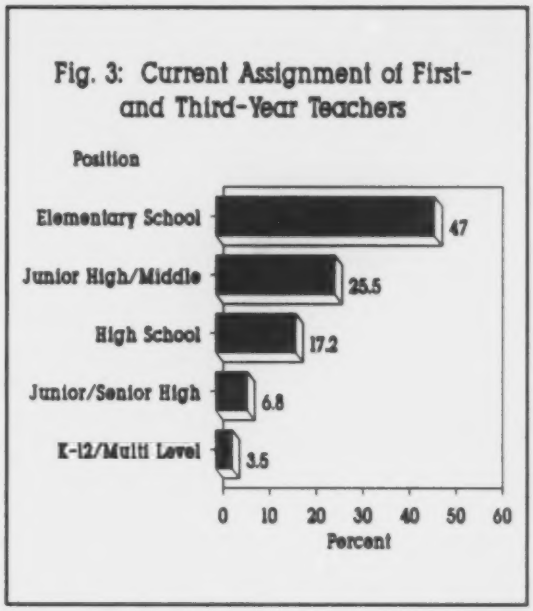
- Slightly over 50 percent were in their first year, and just under 50 percent were in their third year (Table 2).

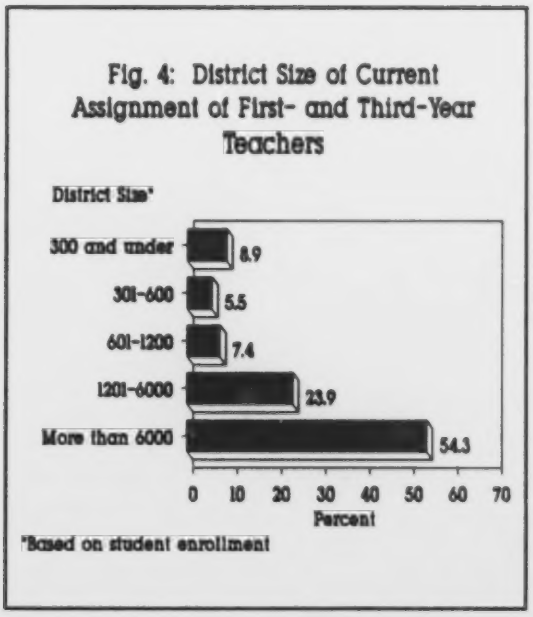
Table 2

Year of Teaching

Year	Percent of Teachers
First year	51.7
Third year	48.3

- Almost half of the respondents were elementary school teachers (Fig. 3).





- More than half of the respondents taught in districts of over 6000 students. Nine percent taught in districts of under 300 students (Fig. 4).

Summary of Evaluation Results

Teacher respondents were asked to rate nine general performance domains on two 5-point scales with regard to importance for effective teaching and adequacy of teacher program preparation.

Performance Domains

1. Knowledge of subject matter.
2. Knowledge and utilization of teaching/learning theories.
3. Planning and organization of curriculum and instruction.
4. Management of the classroom climate.
5. Teaching techniques and communication of instructional material.
6. Assessment of and provision for individual and collective student needs.
7. Communication and cooperation with parents and other staff.
8. Professionalism and management of general responsibilities.
9. Communication and relationships with students.

Supervisors were asked to rate a teacher's performance in these areas relative to whether the performance met district standards.

Each respondent was also afforded the opportunity to comment on the adequacy of coverage of each of the performance areas.

The mean ratings in Table 3 show that statewide, teachers rated seven of the nine domains as "highly important" for effective teaching. Classroom management and communication and relationships with students were rated as "critical" to effective teaching. As Figure 5 illustrates, all nine areas were considered important, but ratings of preparation were significantly lower than the importance ratings. With regard to the adequacy of their preparation, no areas were rated as having been provided "excellent and thorough knowledge." Two areas, knowledge of subject matter and knowledge of teaching/learning were rated as "effectively and fairly completely covered." Six of the nine areas were rated as "adequately covered," and only communications with parents and other staff received a relatively low rating. Appendix A provides brief college by college results on perceived adequacy of preparation.

Table 4 shows that 34 percent of teachers rated the coverage of classroom management as inadequate, and 48 percent felt that communication and cooperation with parents and other staff was inadequately covered.

Over 90 percent of teachers were rated by their supervisors as meeting district standards in each of the domains with the exception of management of the classroom climate. Eighty-nine percent of teachers were rated by their supervisors as meeting the district standards in this area.

The percentage of teachers rating their preparation as adequate or above was up from 1990 results in five of the nine performance domains, down in three, and remained the same in one. The largest increase was in management of the classroom climate (up 6 percentage points to 66 percent). The overall impression from Table 4 is that there was relatively little change in ratings

TABLE 3

STATE SUMMARY: AVERAGE TEACHER RATINGS OF IMPORTANCE AND ADEQUACY OF THEIR PREPARATION

1992 Teacher n=830

Performance Domain	AVERAGE TEACHER RATING					
	Importance for Effective Teaching*			Adequacy of Preparation**		
	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	4.4	4.4	4.3	3.7	3.7	3.6
Knowledge and utilization of teaching/learning theories	3.8	3.9	3.9	3.6	3.6	3.7
Planning and organization of curriculum and instruction	4.3	4.4	4.4	3.3	3.3	3.3
Management of the classroom climate	4.6	4.7	4.7	2.9	3.0	3.1
Teaching techniques and communication of instructional material	4.3	4.4	4.4	3.4	3.4	3.5
Assessment of and provision for individual and collective student needs	4.2	4.3	4.3	3.2	3.1	3.1
Communication and cooperation with parents and other staff	4.1	4.3	4.3	2.7	2.7	2.7
Professionalism and management of general responsibilities	4.1	4.1	4.1	3.1	3.0	3.1
Communication and relationships with students	4.6	4.7	4.7	3.2	3.2	3.2

* Importance for Effective Teaching
1 = Irrelevant
2 = Somewhat relevant
3 = Moderately important
4 = Highly important
5 = Critical

** Adequacy of Preparation
1 = Never covered
2 = Minimally or inadequately covered
3 = Adequately covered
4 = Effectively and fairly completely covered
5 = Provided excellent and thorough knowledge

Fig. 5: 1992 Average Teacher Rating of Importance and Preparation Over Nine Performance Domains

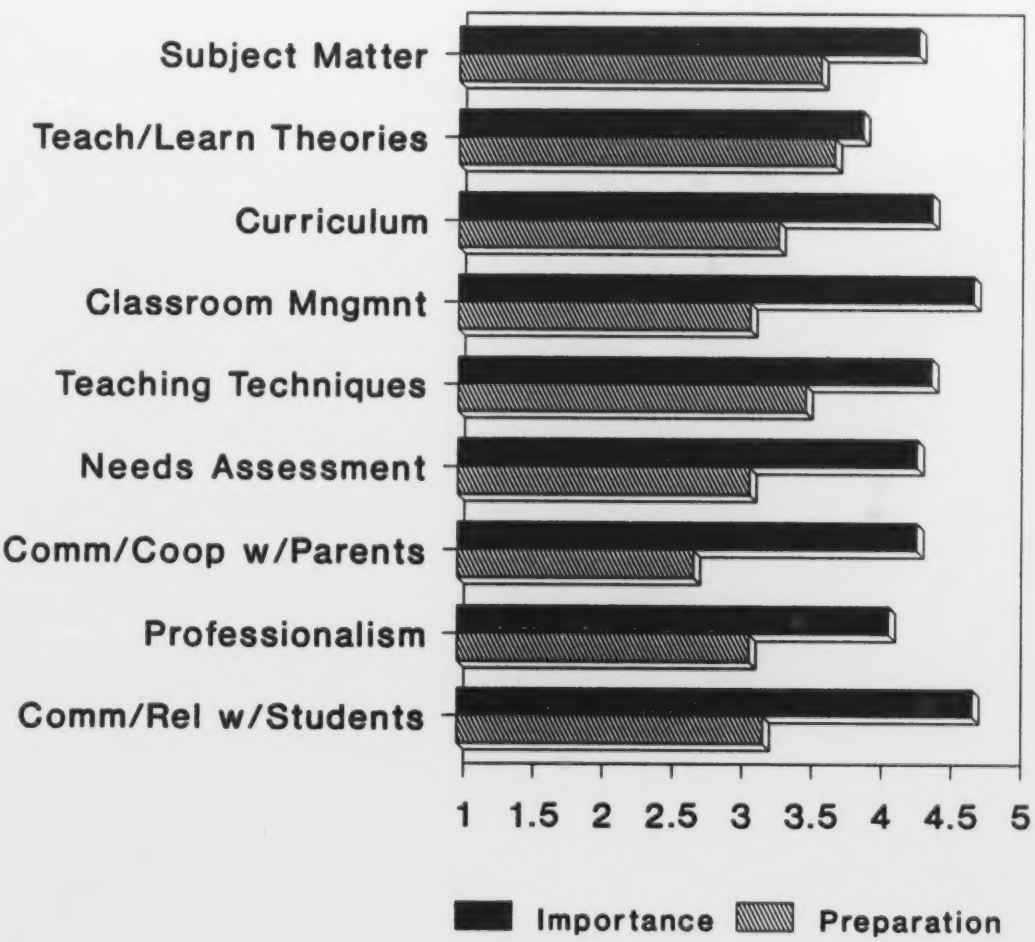


TABLE 4

STATE SUMMARY: PERCENT PREPARED

PROPORTION OF TEACHER AND SUPERVISORS SAYING PREPARATION ADEQUATE ON PERFORMANCE DOMAINS

1992 Teacher n=830 1992 Supervisor n=1049

Performance Domain	TEACHER Percent Rating Adequate or Above*			SUPERVISOR Percent Meeting District Standards**		
	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93
Planning and organization of curriculum and instruction	76	75	74	95	93	95
Management of the classroom climate	62	60	66	85	86	89
Teaching techniques and communication of instructional material	86	85	87	95	93	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93
Communication and cooperation with parents and other staff	53	52	52	96	94	95
Professionalism and management of general responsibilities	72	69	71	98	96	97
Communication and relationships with students	74	70	74	95	95	96

* Adequacy of Preparation
1 = Never covered
2 = Miniminally or inadequately covered
3 = Adequately covered
4 = Effectively and fairly completely covered
5 = Provided excellent and thorough knowledge

** Adequacy of Preparation
1 = Yes, meets district standards
2 = No, should have better preparation

over the three surveys. Preparation in classroom management has improved slightly in the ratings. Provision for individual needs has dropped slightly in teacher ratings. But the main trend can be seen as stability in ratings over time both by teachers and supervisors.

The percentage of supervisors who rated their teachers as meeting district standards was up from 1990 results in all but one of the nine performance domains. The supervisors' ratings of managing the classroom climate increased by 3 percentage points. Planning and organization of curriculum and instruction as well as teaching techniques and communication of instructional material both were up 2 percentage points. All other domains were up 1 percentage point, except assessment of and provision for individual and collective student needs which remained the same.

The teachers and supervisors rated the teachers' success as a teacher (Figure 6), and teachers also rated their satisfaction with being a teacher (Figure 7).

Teachers were asked if there were areas of teaching performance, other than the nine listed, in which they would have liked better preparation. A 12-page listing of these comments is available from the CDE Planning and Evaluation Unit. Each college or university has been given their own survey forms for their own use in analysis.

The most common response by far of areas in which teachers felt the need for better preparation was they wanted more practical experience. Experience and real classroom examples were valued more than theory or research at this stage in their careers. Several suggested needing on-the-job support such as mentors or active, helping supervisors. Related suggestions were for practical classroom experiences both early and late in their preparation program, and experiences with more than one age (grade) of student.

The other area of need frequently reported was in dealing with parents and with special populations--multicultural, gifted, slow learners, at-risk, etc.

Many teachers also expressed the need for better preparation in establishing a positive climate, discipline and classroom management. Some cited grading and assessment of students as an area of need.

- Over 94 percent of teachers reported feeling successful or very successful as a teacher, and supervisors rated 90 percent of their teachers as successful. Supervisors rated less than 4 percent of teachers as unsuccessful (Fig. 6).

Fig. 6: Teachers and Their Supervisors Ratings of Teachers' Success

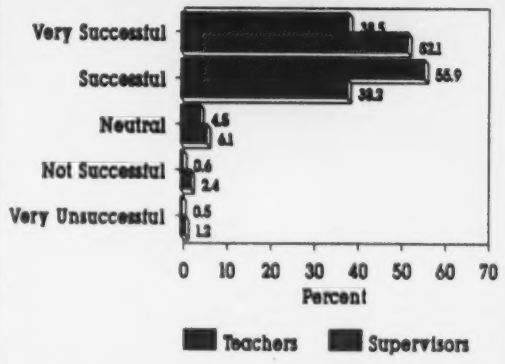
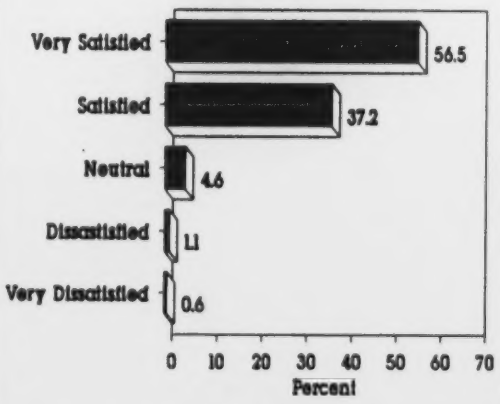


Fig. 7: Teachers' Reported Satisfaction with Being a Teacher



- When asked to indicate their degree of satisfaction with being a teacher 94 percent of teachers reported that they were satisfied or very satisfied, and only 2 percent were dissatisfied (Fig. 7).
- The 1992 success and satisfaction ratings were the same as the 1990 ratings.
- Feelings of success and satisfaction were only moderately correlated (r=.43).

Appendix A

Perceived Adequacy of Teacher Preparation by Institution (Percent Rating Preparation Adequate or Better)

The following tables summarize the 1988, 1990, 1992 ratings of adequacy of program preparation by teacher and supervisor respondents for each of the institutions represented in the Colorado sample. Sample sizes shown (n) are number of respondents for 1992.

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						ADAMS STATE COLLEGE					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	98	96	89	96	95	99
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	96	94	96	92	97	91
Planning and organization of curriculum and instruction	76	75	74	95	93	95	67	78	79	94	85	96
Management of the classroom climate	62	60	66	85	86	89	75	82	81	92	92	90
Teaching techniques and communication of instructional material	86	85	87	95	93	95	90	94	93	94	88	94
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	73	84	87	88	92	94
Communication and cooperation with parents and other staff	53	52	52	96	94	95	90	69	77	98	95	96
Professionalism and management of general responsibilities	72	69	71	98	96	97	73	84	89	100	90	96
Communication and relationships with students	74	70	74	95	95	96	75	80	91	94	97	93

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						COLORADO CHRISTIAN UNIVERSITY					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98		100	75		100	
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93		100	50		100	
Planning and organization of curriculum and instruction	76	75	74	95	93	95		100	50		100	
Management of the classroom climate	62	60	66	85	86	89		100	75		100	
Teaching techniques and communication of instructional material	86	85	87	95	93	95		100	75		100	
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93		100	75		100	
Communication and cooperation with parents and other staff	53	52	52	96	94	95		100	75		100	
Professionalism and management of general responsibilities	72	69	71	98	96	97		100	100		100	
Communication and relationships with students	74	70	74	95	95	96		100	75		100	

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS: Teacher: Preparation Adequate or Above			STATE RESULTS: Supervisor: Meets District Standards			COLORADO COLLEGE: Teacher: Preparation Adequate or Above			COLORADO COLLEGE: Supervisor: Meets District Standards		
	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	100	89	94	93	100	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	100	100	94	100	82	92
Planning and organization of curriculum and instruction	76	75	74	95	93	95	89	89	88	100	91	100
Management of the classroom climate	62	60	66	85	86	89	74	67	88	86	91	89
Teaching techniques and communication of instructional material	86	85	87	95	93	95	95	100	94	100	86	96
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	84	94	88	100	91	92
Communication and cooperation with parents and other staff	53	52	52	96	94	95	86	72	59	100	100	96
Professionalism and management of general responsibilities	72	69	71	98	96	97	95	89	94	100	96	100
Communication and relationships with students	74	70	74	95	95	96	74	67	82	100	96	100

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						COLORADO STATE UNIVERSITY					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	90	91	97	99	96	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	92	89	92	90	87	95
Planning and organization of curriculum and instruction	76	75	74	95	93	95	87	83	76	94	91	94
Management of the classroom climate	62	60	66	85	86	89	68	59	71	89	78	89
Teaching techniques and communication of instructional material	86	85	87	95	93	95	92	78	85	94	88	96
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	78	72	73	98	93	93
Communication and cooperation with parents and other staff	53	52	52	96	94	95	46	46	46	98	97	96
Professionalism and management of general responsibilities	72	69	71	98	96	97	72	69	64	97	96	96
Communication and relationships with students	74	70	74	95	95	96	73	63	76	99	91	95

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS: Teacher: Preparation Adequate or Above			STATE RESULTS: Supervisor: Meets District Standards			FORT LEWIS COLLEGE: Teacher: Preparation Adequate or Above			FORT LEWIS COLLEGE: Supervisor: Meets District Standards		
	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	92	100	91	92	96	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	88	100	100	96	91	92
Planning and organization of curriculum and instruction	76	75	74	95	93	95	88	78	82	92	100	96
Management of the classroom climate	62	60	66	85	86	89	64	50	61	88	91	92
Teaching techniques and communication of instructional material	86	85	87	95	93	95	88	94	91	92	100	96
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	80	83	70	100	91	96
Communication and cooperation with parents and other staff	53	52	52	96	94	95	56	61	57	92	86	92
Professionalism and management of general responsibilities	72	69	71	98	96	97	84	83	74	88	100	92
Communication and relationships with students	74	70	74	95	95	96	80	61	74	96	91	96

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						METROPOLITAN STATE COLLEGE					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	89	89	87	97	97	98
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	92	94	94	89	94	95
Planning and organization of curriculum and instruction	76	75	74	95	93	95	87	81	79	96	96	95
Management of the classroom climate	62	60	66	85	86	89	72	70	72	87	87	89
Teaching techniques and communication of instructional material	86	85	87	95	93	95	91	90	88	94	95	96
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	86	76	73	93	96	93
Communication and cooperation with parents and other staff	53	52	52	96	94	95	70	60	51	97	96	93
Professionalism and management of general responsibilities	72	69	71	98	96	97	80	73	66	97	96	98
Communication and relationships with students	74	70	74	95	95	96	88	74	77	96	94	95

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						REGIS UNIVERSITY					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	100	100	88	100	100	89
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	100	93	88	100	100	100
Planning and organization of curriculum and instruction	76	75	74	95	93	95	100	86	100	100	100	89
Management of the classroom climate	62	60	66	85	86	89	67	86	82	100	80	89
Teaching techniques and communication of instructional material	86	85	87	95	93	95	100	93	94	100	100	89
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	67	79	82	100	100	83
Communication and cooperation with parents and other staff	53	52	52	96	94	95	67	79	82	100	90	100
Professionalism and management of general responsibilities	72	69	71	98	96	97	67	100	94	100	90	100
Communication and relationships with students	74	70	74	95	95	96	100	100	88	100	100	100

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS						UNIVERSITY OF COLORADO - BOULDER					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	73	81	78	92	99	98
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	86	89	87	92	96	94
Planning and organization of curriculum and instruction	76	75	74	95	93	95	62	68	57	91	96	90
Management of the classroom climate	62	60	66	85	86	89	52	53	45	78	85	85
Teaching techniques and communication of instructional material	86	85	87	95	93	95	76	75	79	89	95	97
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	63	64	59	80	93	92
Communication and cooperation with parents and other staff	53	52	52	96	94	95	41	35	38	89	90	94
Professionalism and management of general responsibilities	72	69	71	98	96	97	64	53	59	94	97	98
Communication and relationships with students	74	70	74	95	95	96	73	63	55	89	96	96

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						UNIVERSITY OF COLORADO - COLO SPGS					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	87	82	86	97	100	98
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	89	94	100	94	100	95
Planning and organization of curriculum and instruction	76	75	74	95	93	95	84	82	97	97	100	96
Management of the classroom climate	62	60	66	85	86	89	67	88	86	89	91	91
Teaching techniques and communication of instructional material	86	85	87	95	93	95	87	100	97	97	96	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	78	88	79	94	96	91
Communication and cooperation with parents and other staff	53	52	52	96	94	95	59	82	69	100	96	95
Professionalism and management of general responsibilities	72	69	71	98	96	97	85	71	72	97	96	98
Communication and relationships with students	74	70	74	95	95	96	74	82	82	97	100	95

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						UNIVERSITY OF COLORADO - DENVER					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	68	78	83	100	100	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	92	83	96	96	100	96
Planning and organization of curriculum and instruction	76	75	74	95	93	95	72	67	76	96	100	96
Management of the classroom climate	62	60	66	85	86	89	29	50	46	82	91	93
Teaching techniques and communication of instructional material	86	85	87	95	93	95	92	92	89	91	97	91
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	64	71	67	91	97	95
Communication and cooperation with parents and other staff	53	52	52	96	94	95	40	52	51	96	94	91
Professionalism and management of general responsibilities	72	69	71	98	96	97	56	63	62	95	97	91
Communication and relationships with students	74	70	74	95	95	96	56	58	67	100	97	93

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						UNIVERSITY OF DENVER					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	80	84	85	100	100	85
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	95	90	90	100	92	89
Planning and organization of curriculum and instruction	76	75	74	95	93	95	90	84	83	100	83	89
Management of the classroom climate	62	60	66	85	86	89	45	74	62	90	83	78
Teaching techniques and communication of instructional material	86	85	87	95	93	95	85	95	93	100	100	89
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	60	74	79	100	88	89
Communication and cooperation with parents and other staff	53	52	52	96	94	95	45	86	62	100	92	100
Professionalism and management of general responsibilities	72	69	71	98	96	97	70	84	86	100	100	93
Communication and relationships with students	74	70	74	95	95	96	75	79	86	90	96	96

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS						UNIVERSITY OF NORTHERN COLORADO					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	92	91	91	97	95	97
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	89	91	95	92	91	94
Planning and organization of curriculum and instruction	76	75	74	95	93	95	68	68	65	95	92	96
Management of the classroom climate	62	60	66	85	86	89	52	45	61	84	85	91
Teaching techniques and communication of instructional material	86	85	87	95	93	95	82	80	90	96	93	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	75	73	74	94	90	96
Communication and cooperation with parents and other staff	53	52	52	96	94	95	46	42	48	96	93	96
Professionalism and management of general responsibilities	72	69	71	98	96	97	67	61	70	97	95	96
Communication and relationships with students	74	70	74	95	95	96	67	98	68	94	97	97

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

	STATE RESULTS						UNIVERSITY OF SOUTHERN COLORADO					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
Performance Domain	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	92	88	92	94	99	100
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	94	88	82	94	92	93
Planning and organization of curriculum and instruction	76	75	74	95	93	95	82	80	69	93	92	98
Management of the classroom climate	62	60	66	85	86	89	82	75	74	83	91	92
Teaching techniques and communication of instructional material	86	85	87	95	93	95	90	90	76	94	95	95
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	86	75	69	94	92	94
Communication and cooperation with parents and other staff	53	52	52	96	94	95	59	51	54	99	95	98
Professionalism and management of general responsibilities	72	69	71	98	96	97	86	77	79	100	100	100
Communication and relationships with students	74	70	74	95	95	96	83	72	80	99	96	98

RATINGS OF ADEQUACY OF PREPARATION BY PERFORMANCE DOMAIN

Performance Domain	STATE RESULTS						WESTERN STATE COLLEGE					
	Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards			Teacher: Preparation Adequate or Above			Supervisor: Meets District Standards		
	1988	1990	1992	1988	1990	1992	1988	1990	1992	1988	1990	1992
Knowledge of subject matter	89	89	88	96	97	98	89	91	86	96	94	98
Knowledge and utilization of teaching/learning theories	91	90	92	92	92	93	87	86	81	91	88	93
Planning and organization of curriculum and instruction	76	75	74	95	93	95	76	74	81	96	86	93
Management of the classroom climate	62	60	66	85	86	89	62	54	68	89	84	91
Teaching techniques and communication of instructional material	86	85	87	95	93	95	82	77	81	94	92	93
Assessment of and provision for individual and collective student needs	76	74	72	93	93	93	69	70	61	100	94	100
Communication and cooperation with parents and other staff	53	52	52	96	94	95	52	49	44	96	92	93
Professionalism and management of general responsibilities	72	69	71	98	96	97	66	65	67	100	96	96
Communication and relationships with students	74	70	74	95	95	96	67	67	74	94	96	98

Appendix B

Teacher and Supervisor Survey Forms

1992 TEACHER PREPARATION PROGRAM EVALUATION: *TEACHER FORM* (CDE 329)
For each question please mark the one response that best applies.

Part I. DESCRIPTIVE INFORMATION

1. YEAR OF TEACHING - What year of teaching are you completing? (total experience, not just in this district, excluding substitute teaching, student teaching, practicums or internships)

___ (1) First year
___ (2) Third year
___ (3) If other than first or third year, please give your name, school district and correct year of teaching; and then return to CDE without completing remainder of form.

_____
_____
_____

2. YEAR OF COMPLETION - In what year did you complete your teacher education program?

___ (Year)

3. RECOMMENDING INSTITUTION - Please indicate the institution of higher education from which you received recommendation for a Colorado teaching certificate.

(45) ___ Adams State College
(46) ___ Colorado Christian University
(47) ___ Colorado College
(50) ___ Colorado State University
(53) ___ Fort Lewis College
(60) ___ Metro State College
(63) ___ Regis University
(70) ___ Univ of Colorado - Boulder
(74) ___ Univ of CO - CO Springs
(75) ___ Univ of Colorado - Denver
(71) ___ University of Denver
(49) ___ Univ of Northern Colorado
(65) ___ Univ of Southern Colorado
(72) ___ Western State College
(01) ___ Out-of-state institution

4. BACHELOR'S DEGREE - Utilizing the two-digit codes from question 3, please indicate the institution of higher education from which you received your bachelor's degree.

___ (Institution code)

5. ALTERNATIVE PROGRAMS - If you completed an alternative or experimental certification program, please indicate the name of that program.

_____

CDE - DARU FORM CLEARANCE ☛ RECOMMENDED
FORM NO. CDE 329
UNIT Planning & Evaluation
APPROVAL through August 1992

6. ENDORSEMENT LEVEL - Please indicate the endorsement level of your Type A Colorado teaching certificate.

___ (1) Early childhood education (age 3-8)
___ (2) Elementary education (grades K-6 or K-8)
___ (3) Middle school (grades 5-8)
___ (4) Secondary education (grades 7-12)
___ (5) Grades K-12

7. GRADE LEVEL - Please indicate the grade level which best describes your present assignment.

___ (1) Elementary school
___ (2) Junior high or middle school
___ (3) High School
___ (4) Junior-senior high school
___ (5) K-12 or multiple level

8. DISTRICT SIZE - Please indicate the size of your school district.

___ (1) 300 or fewer pupils
___ (2) 301 to 600 pupils
___ (3) 601 to 1,200 pupils
___ (4) 1,201 to 6,000 pupils
___ (5) 6,001 or more pupils

9. SUCCESS - Please indicate how successful you feel as a teacher.

___ (1) Very successful
___ (2) Successful
___ (3) Neutral
___ (4) Not successful
___ (5) Very unsuccessful

10. SATISFACTION - Please indicate how satisfied you are with being a teacher.

___ (1) Very satisfied
___ (2) Satisfied
___ (3) Neutral
___ (4) Not satisfied
___ (5) Very unsatisfied

Please continue on the back of this page.

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Part II - EVALUATION OF TEACHER PREPARATION PROGRAM

Nine general performance domains are listed below. Using the rating scales provided, please indicate: (1) how important you feel that each of these is for your effectiveness as a teacher and (2) how adequate you feel that your teacher preparation program was in preparing you for this area. Also please use the right-hand column to identify any specific aspects of those domains that were not adequately covered.

	(1) Importance for effective teaching 1. irrelevant 2. somewhat relevant 3. moderately important 4. highly important 5. critical	(2) Adequacy of preparation 1. never covered 2. minimally or inadequately covered 3. adequately covered 4. effectively and fairly completely covered 5. provided excellent and thorough knowledge	(3) Specific aspects of this domain that were not adequately covered
(a) Knowledge of subject matter	____	____	_____
(b) Knowledge and utilization of teaching/learning theories	____	____	_____
(c) Planning and organization of curriculum and instruction	____	____	_____
(d) Management of the classroom learning climate	____	____	_____
(e) Teaching techniques and communication of instructional material	____	____	_____
(f) Assessment of and provision for individual and collective student needs	____	____	_____
(g) Communication and cooperation with parents and other staff	____	____	_____
(h) Professionalism and management of general responsibilities	____	____	_____
(i) Communication and relationships with students	____	____	_____

Are there any specific areas of teaching performance not mentioned above for which you wish you had received better preparation during your teacher preparation program?

_____

_____

Please return this form by April 24, 1992 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.

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1992 TEACHER PREPARATION PROGRAM EVALUATION: *SUPERVISOR FORM* (CDE 328)
For each question please mark the one response that best applies.

Part I. DESCRIPTIVE INFORMATION

1. YEAR OF TEACHING - What year of teaching is this teacher completing? (total experience, not just in this district, excluding substitute teaching, student teaching, practicums or internships)

___ (1) First year
___ (2) Third year
___ (3) If other than first or third year, please give teacher's name, school district and correct year of teaching; and then return to CDE without completing remainder of form._____
_____
_____

2. YEAR OF COMPLETION - In what year did this teacher complete his or her teacher education program?

___ (Year)

3. RECOMMENDING INSTITUTION - Please indicate the institution of higher education from which this teacher received recommendation for a Colorado teaching certificate.

(45) ___ Adams State College
(46) ___ Colorado Christian University
(47) ___ Colorado College
(50) ___ Colorado State University
(53) ___ Fort Lewis College
(60) ___ Metro State College
(63) ___ Regis University
(70) ___ Univ of Colorado - Boulder
(74) ___ Univ of CO - CO Springs
(75) ___ Univ of Colorado - Denver
(71) ___ University of Denver
(49) ___ Univ of Northern Colorado
(65) ___ Univ of Southern Colorado
(72) ___ Western State College
(01) ___ Out-of-state institution

4. BACHELOR'S DEGREE - Utilizing the two-digit codes from question 3, please indicate the institution of higher education from which this teacher received his or her bachelor's degree.

___ (Institution code)

CDE - DARU FORM CLEARANCE RECOMMENDED
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5. GRADE LEVEL - Please indicate the grade level which best describes this teacher's present assignment.

___ (1) Elementary school
___ (2) Junior high or middle school
___ (3) High School
___ (4) Junior-senior high school
___ (5) K-12 or multiple level

6. DISTRICT SIZE - Please indicate the size of your school district.

___ (1) 300 or fewer pupils
___ (2) 301 to 600 pupils
___ (3) 601 to 1,200 pupils
___ (4) 1,201 to 6,000 pupils
___ (5) 6,001 or more pupils

7. SUCCESS - Please indicate how successful you think this person is as a teacher, compared to other first or third year teachers.

___ (1) Very successful
___ (2) Successful
___ (3) Neutral
___ (4) Not successful
___ (5) Very unsuccessful

Please continue on the back of this page.

Part II - PERFORMANCE AND PREPARATION

Does this teacher meet your district's standards for acceptable performance for a first or third year teacher in the following areas? If not, for what particular skills or behaviors should this teacher have been better prepared?

(a) **Knowledge of subject matter**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(b) **Knowledge and utilization of teaching/learning theories**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(c) **Planning and organization of curriculum and instruction**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(d) **Management of the classroom learning climate**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(e) **Teaching techniques and communication of instructional material**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(f) **Assessment of and provision for individual and collective student needs**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(g) **Communication and cooperation with parents and other staff**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(h) **Professionalism and management of general responsibilities**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

(i) **Communication and relationships with students**
___ Yes, meets district standards.
___ No, should have better preparation or skills in: _____
_____

Regardless of meeting district standards, are there any specific areas of teaching performance not mentioned above for which this teacher should have been better prepared?

_____
_____

Please return this form by April 24, 1992 to the Colorado Department of Education, Planning and Evaluation, 201 East Colfax, Denver, CO 80203.

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